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ABSTRACT

The role of advisors at Washington West Resource Center (Vermont) is described in this report as providing professional and personal support to teachers. Advisors and teachers in this program work together on such topics as curriculum development and implementation, classroom organization, specific skills development, materials and acquisitions, and relationships with parents, principals, and colleagues. Advisors work with teachers at the teachers' request and have no evaluative or supervisory function. In February, 1980, a Teacher Advisor Internship Program was implemented in order to increase advisory services to schools and to provide an opportunity for regular classroom teachers to become involved in advisor work. These interns met with the center's staff at regularly scheduled times to share their experiences, pose questions, and examine the general effectiveness of the program. They kept journals which were used to describe specific teacher-advisor contacts as well as a log which indicated the amount of time spent doing advisory work. Brief sketches of three interns' teaching backgrounds are given as well as descriptions of activities and quotations from the journals. A list is appended of methods advisors used in acting as participant-observers, such as improving school climate, motivating and enabling teachers' pursuit of professional improvement, enabling teachers to articulate their values and goals, and extending the services of a teachers' center to other schools. Program statistics and samples of forms used in the program are also appended. (JD)

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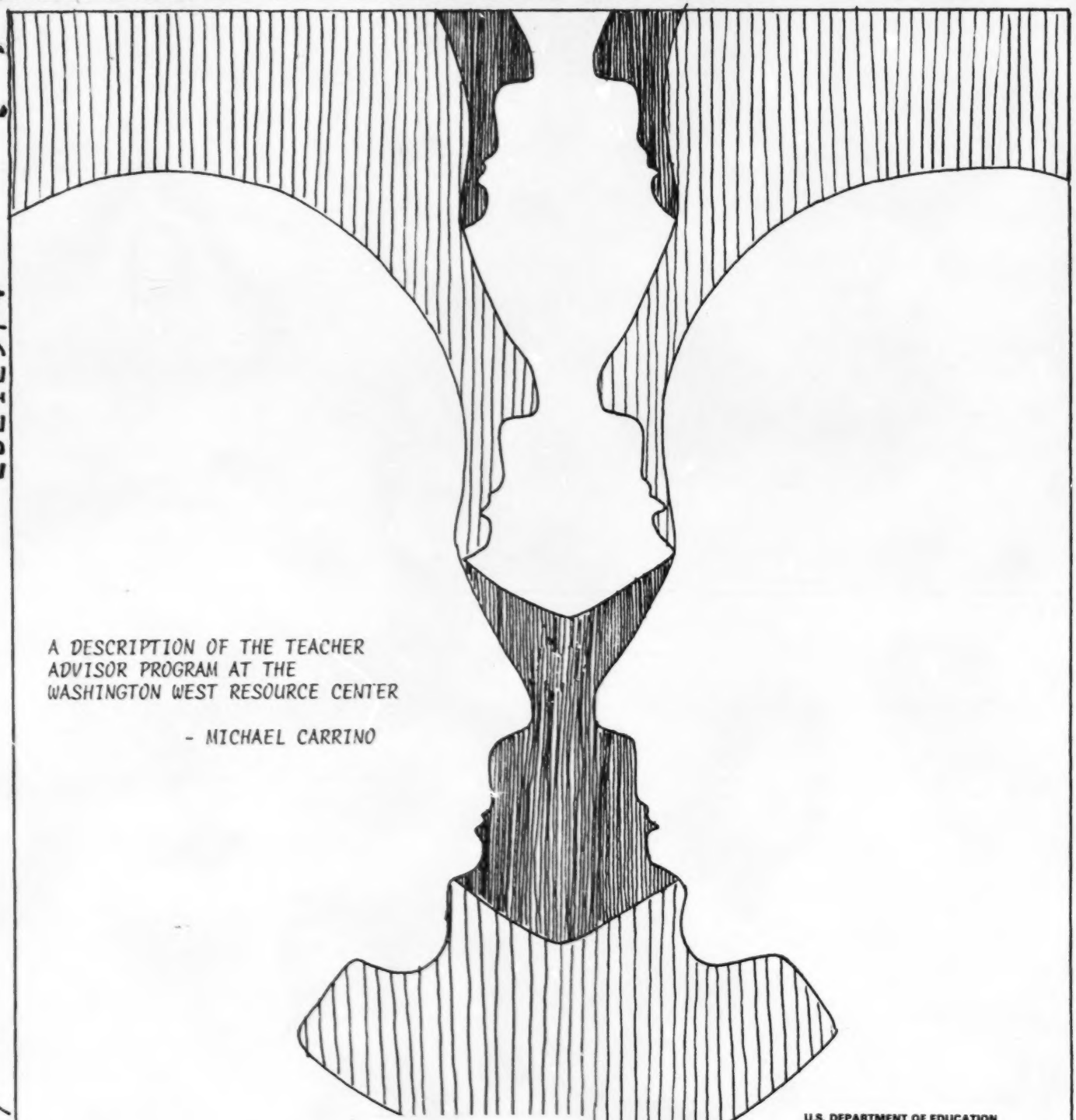

A DESCRIPTION OF THE TEACHER ADVISOR PROGRAM AT THE WASHINGTON WEST RESOURCE CENTER

- MICHAEL CARRINO

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A DESCRIPTION OF THE TEACHER ADVISOR PROGRAM AT THE WASHINGTON WEST RESOURCE CENTER

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Program Facilitator
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September, 1980

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DEFINING THE ADVISOR

Advisors are special kinds of helping teachers. Their role is to provide professional and personal support to teachers in their search for continuous modification and improvement of their ways of working with children. Advisors provide grass roots inservice education to teachers. Curriculum development and implementation, classroom organization, specific skills development, materials acquisitions, relationships with parents, principals, and colleagues are all topics that advisors and teachers work on together. An advisor's range of work is as varied as the personalities and styles of the teachers he/she may come in contact with during the school day.[1]

Advisors work with teachers upon the teacher's request and have no evaluative or supervisory function. An advisor's relationship with a teacher is based on mutual trust and respect which develops as the teacher and advisor work together to explore the teaching and learning process and solve the daily problems of teaching.

An effective advisor, as an effective teacher, needs to be many things at the same time:

a) a participant-observer in the classroom

b) a motivator

c) a reflector of values, attitudes, and beliefs

d) a facilitator of decision-making and problem-solving

e) a craftsman, artist, technician, and scientist

f) a listener

g) a friend.

HISTORY OF ADVISORY SERVICES AT THE WASHINGTON WEST RESOURCE CENTER
(A TEACHERS' CENTER SERVES ITS TEACHERS FROM THE "INSIDE-OUT")

Since September, 1978, the staff at the Washington West Resource Center has provided inservice education to teachers in four Vermont Supervisory Unions through a grant from the Teacher Centers Program in the United States Department of Education and through local funding.

The Center is governed by a Policy Board made up primarily of teachers which, in conjunction with the Center's staff, reflects the values, interests, and needs of teachers in designing staff services, resources, and program activities.[2]

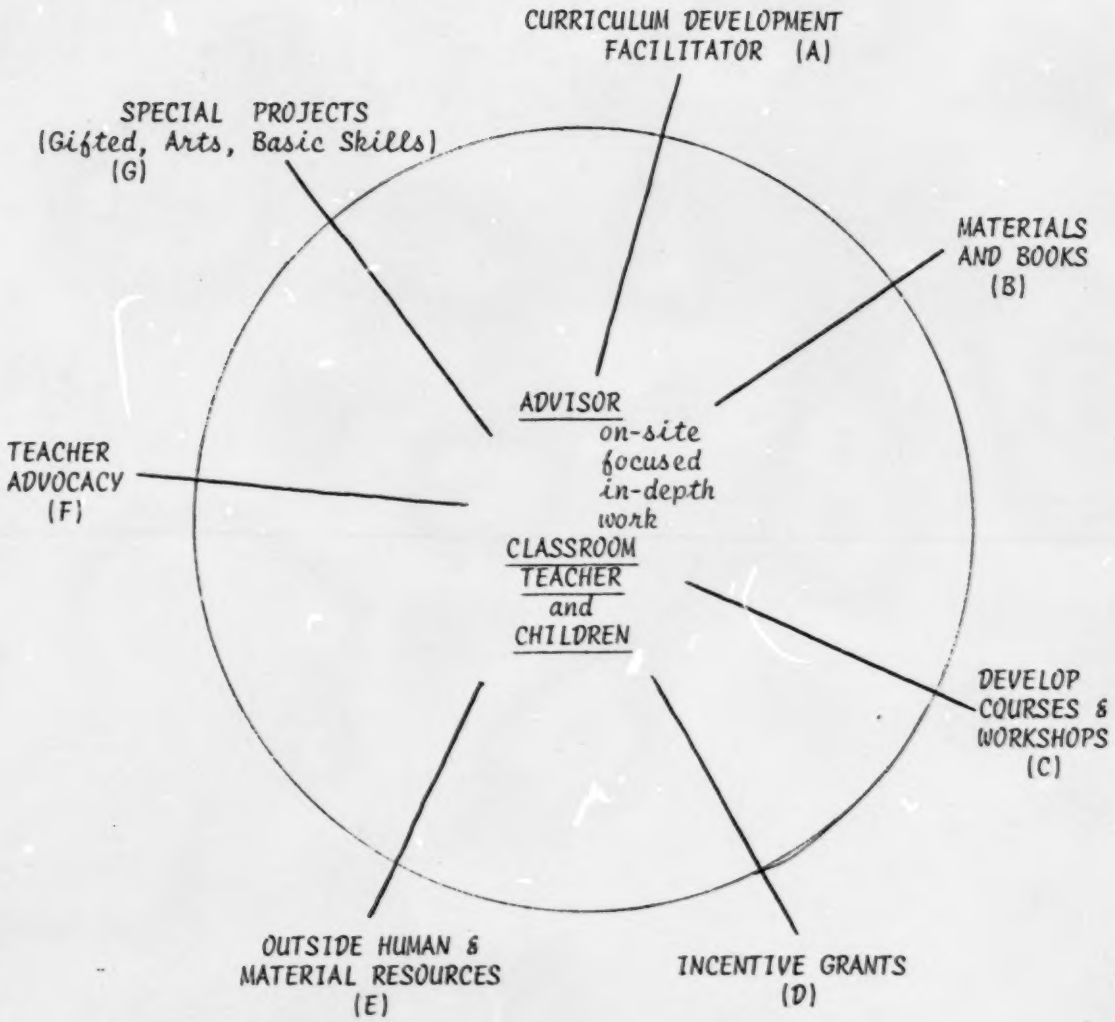
The philosophy of the Washington West Resource Center is based on the "inside-out" approach to inservice education (programs generated by teachers for teachers). In order for teachers to grow professionally, a good inservice program must respond to the day-to-day needs of teachers in their classrooms with children. Most program services and activities need to be generated <u>at that level</u> - because it is the teacher and the children, together every day, who are at the core of the education system. If meaningful and lasting change is to take place in the lives of teachers and the children they teach, it must grow out of these interactions.

Therefore, most Resource Center activities are born of the relationship between the classroom teacher and the Center's most important service - The Advisory Program.

The Resource Center's staff are all advisors to teachers. Staff members work on-site in schools between one half and three days per week. As advisors, they provide a variety of services to teachers using the "inside-out" approach.

As the following chart shows, all programs grow out of the teacher - child - advisor interaction.

CHART 1


CURRICULUM DEVELOPMENT FACILITATOR (A)
SPECIAL PROJECTS (Gifted, Arts, Basic Skills) (G)
MATERIALS AND BOOKS (B)
ADVISOR
on-site focused in-depth work
TEACHER ADVOCACY (F)
CLASSROOM TEACHER and CHILDREN
DEVELOP COURSES & WORKSHOPS (C)
OUTSIDE HUMAN & MATERIAL RESOURCES (E)
INCENTIVE GRANTS (D)

(A) CURRICULUM DEVELOPMENT FACILITATOR. Mutli-level: single lessons; units in one classroom; units at grade level/cross grade level, school-wide and district-wide; modeling; supporting; facilitating; developing; sharing.

(B) MATERIALS AND BOOKS. Deliver materials and books: Center to school; District to School.

(C) DEVELOP COURSES AND WORKSHOPS. Development ongoing; single workshop to graduate course.

(D) INCENTIVE GRANTS. Grants for curriculum development: help facilitate before and after funding; administration of Incentive Grants.

(E) OUTSIDE HUMAN & MATERIAL RESOURCES. Consultants, research designs, evaluation techniques, promising practices - State/National.

(F) TEACHER ADVOCACY. Through writing, workshops, conferences, service on committees, etc. ... community presentations.

(G) SPECIAL PROJECTS. "Inside-Out" approach: Teacher - Advisor - Administration.

From course development to materials acquisition, all starts with an advisor, a classroom teacher, and children. Out of their interaction, the need for Teachers' Center services is assessed. The programs delivered are based on the present reality of the needs of teachers and children.

Each year of the Center's existence has seen an increase in the amount of advisory services provided to teachers.[3] The Advisor Program is a success because teachers, as well as administrators and other school personnel, realize that it is the most effective way to facilitate professional growth and development. It is a success because it is personalized inservice that provides for "spin-off" and "snowballing" of ideas, values, concepts, and questions which stimulate the improvement of the teaching and learning process in schools and school districts. It is a success because an advisor is an ombudsman who is the only kind of consultant who works with all members of the school community - principals, parents, specialists, teachers, and kids. It is a success because it fosters the "inside-out" approach which makes teachers responsible agents of their own growth and development.

CHART 2
THREE QUOTABLE QUOTES ABOUT ADVISORS

Someone who helps teachers examine what they want to have happen with their students and why, and then demystifies the process of going about it.[4]

Someone who practices the art of drawing out the best in a teacher and in a school, not master teachers who 'have the answers' but colleagues committed to working and learning alongside teachers.[5]

ADVISOR: I am a question raiser, a person stretcher. I take a piece of time or an activity that has happened and look with the teacher at what came before, at what she had hoped would come out of it and at what did come out of it.[6]

THE TEACHER ADVISOR INTERNSHIP PROGRAM

> *Just when I think an end point has finally been reached with one teacher or a group of teachers - that my work with them is no longer valuable to them or to me - they come to me asking to be trained as advisors themselves. They no longer need help with their own teaching of children, they need help with learning to work with adults and support for reaching out beyond the confines of their previous work. So it seems the work never really ends, it is just transformed.*[7]

THE TEACHER ADVISOR INTERNSHIP PROGRAM (1979 - 1980)

In order to increase advisory services to schools in the Washington West Supervisory Union and to provide an opportunity for regular classroom teachers to become involved in advisor work, the Center's staff and Policy Board implemented a Teacher Advisor Internship Program in February, 1980.

Three teacher advisor interns were chosen to model the program in schools in the Washington West Supervisory Union.[8] Each teacher was released from classroom responsibilities one half day per week (approximately three hours) for fifteen weeks in order to provide advisory services to colleagues. Two of the interns worked in their own school, the third provided services in his own school and one other school.

The Advisor Intern Program affords experienced teachers an opportunity to share their specific expertise with colleagues and provides support and training to these teacher advisor interns as they experience a new and exciting role as both classroom teacher and teacher advisor.

The Advisor Interns met with the Center's staff at regularly scheduled times to share their experiences, pose questions concerning advisory work, and examine the general effectiveness of the program. They kept journals which were used to describe specific teacher advisor contacts as well as a log which indicated the amount of time (both in preparing and meeting with colleagues) doing advisory work.[9]

THE INTERNS

THELMA DODSON

> *While visiting with a second grade teacher, I found that they, like ourselves at third grade, have a concern about the cursive penmanship program(s) being used at our levels. As a result of an interest survey, I worked with our Resource Room teacher to put together an inservice workshop to present the Direct Instruction Cursive Penmanship Program that she is presently field testing in her room. Our main concern at the second and third grade was lack of consistency, so the workshop's main focus was on establishing a program that would insure consistency. We spent several afternoons putting together a videotape, sample lessons, etc. that would outline specific strategies, formats, and so on. All of the second and third grade teachers, as well as many of our Support Services personnel, attended this after school workshop. We are now waiting for word from the program's developer as to its current status; but it looks like we are on our way to filling our gaps in this area. At the very least, we are all working together toward the same goal. (Strange, even last year, I would have probably assumed that this was a problem felt only by my grade level.)*
>
> *If I hadn't gotten anything else at all out of my internship (and I have received many gratifying and enriching experiences), I would highly value the opportunity of visiting other classrooms and having time to just talk with teachers in other parts of my building ... a luxury that our schedules often prohibit. (2/25/80)*[10]

Thelma Doson is a third grade teacher at the Waterbury Elementary School in Vermont. She has twelve years of classroom experience including grade 3-5 and has held positions as a Headstart Director and Adult Basic Skills Director. Thelma is the gymnastics instructor at Waterbury, the dramatics director, and marching band assistant. She brought to her advisory intern work a special interest in the Reading and Language Arts curriculum as it relates to special needs learners and a desire to facilitate communications among her colleagues at Waterbury.

> *My position has often been that of a 'go-between' - a fine position to be in -- <u>if</u> it results in an 'eye-opener' to viewing how important (and often easy) communications can be ...*[11]

Teaching can be a lonely profession. The many hours spent with children in the classroom can be very rewarding; but all too often teachers are unable

to share with each other concerns, ideas, or questions. They can easily find themselves without the time and energy to support each other as adults who function in semi-isolation in an emotionally draining career.

Thelma spent many of her advisor intern hours talking with other teachers and having them talk with each other. Through this work, she was able to improve her staff's ability to send "clear messages" to each other and to the school administration.

> *This internship has provided me ... the chance to talk with, work with, and observe many teachers that I might otherwise not have had any contact with from one month (or worse, one year) to another, I have helped make candles (several ways - not all of which worked), Indian masks (there's a vast difference between fifth and third graders views of the same idea), colonial artwork, a science curriculum concern, discussed various methods of evaluation, approaches to penmanship, and listened to teachers' concerns about children, parents, administrators, and programs.*[12]

RON LaBRUSCIANO

> *I feel I know quite a bit about group dynamics and classroom management. I started to feel good about what I could contribute in this area after a conversation with Jean. It was good to hear the positive remarks she made about the climate within my room. ... I started to feel more positive about myself and what I can contribute to others (teachers) in this area ... I felt good that Jean had noticed it. I hope I have helped Diane. I hope I can help others.*[13]

Ron LaBrusciano has been a teacher for ten years. He currently works at Waitsfield Elementary School where he teachers a multi-aged group (K-3) modeled after the British Primary School. Ron is also an instructor for Johnson State College where he has taught summer session education courses.

Ron's major interest is in primary family groupings. Teachers and administrators from other schools have visited Ron's classroom for a demonstration of the process of multi-age grouping.

In his advisory work, Ron has been helpful to teachers who have concerns about classroom management. He has modeled group process strategies for teachers and discussed with them classroom organizational changes. He also has helped primary teachers examine the Language Experience Approach to reading.

> *A call from Bob. He wanted some suggestions about how to improve his reading programs for beginning readers. We went over the books I use for motivating children to start reading from books and the methods I use for making the transition from first readers to books which have a limited vocabulary and are actually read by the child - to individualized reading of library books. (5/23/80)*[14]

Trust is the major aspect of all advisory work. A classroom teacher's ability to trust an advisor with information or concerns about classroom management or an individual student's behavior problem grows out of the sharing that takes places between the advisor and the teacher. Each needs to respect the other's area of expertise. Each needs to believe that the other is committed to improving the process of teaching and learning in

ways that are non-threatening, non-evaluative, and growth producing.

Much of Ron's work with teachers was dependent on establishing trust levels. His success as an advisor was due to his ability to put teachers at ease and then challenge them (and himself) to find workable solutions to their problems.

LISA LOVELETTE

12:00 - 1:00 Observed a 5th grade classroom focusing on the organization and structure of the math program. One-half hour was spent observing the total group and one-half hour was spent observing individuals.
1:00 - 3:00 Conferred with the above teacher. A decision was made to cooperatively work on reorganizing the program to accommodate these needs:

a) The need to relate the basic math skills to everyday life experiences.
b) The need for time to work with individuals or small groups, with no interruptions, in problem areas.

We also decided to spend one day of the upcoming winter recess to work on these needs. (2/12/80)[15]

Lisa Lovelette has seven years of teaching experience. She is currently a fourth grade teacher at Waterbury Elementary School and has taught third grade in Waterbury and second grade in Bethel.

Lisa's particular curriculum interests lie in math and writing. As an advisor, she has shared her expertise in math through model teaching in her colleagues' classrooms and by working one to one with teachers on developing particular lesson units and approaches to math.

12:15 - 1:00 Worked with a group of 5th grade students on regrouping, using the lima bean computer. Two of the students have the concept firm - other 2 need more exposure and experience. Teacher is following up in the classroom during the week.
1:00 - 2:00 Continued work with 3rd and 4th grade students on regrouping with the computer ...
2:45 - 3:15 Talked with a first grade teacher about presenting a unit on Cuisenaire rods to her class. We will get together in a couple of weeks to finalize dates. (3/11/80)[16]

Lisa's work with teachers is an example of how a Teacher Advisor Intern Program allows teachers to share expertise with their colleagues in order to improve and polish curriculum that is presented to children.

Using advisory service to develop, implement, and evaluate curriculum places the emphasis of curriculum development on the interaction of teachers and children. This is the focal point of examining a curriculum's impact: How does the strategy used affect teacher and child behavior? This question can be most easily and efficiently answered when the classroom teacher, with

the aid of an advisor, is directly involved in development as well as implementation of curriculum. This process avoids the "transplant effect" of much curriculum development in American schools today. The transplant effect is curriculum designed and field tested in a specific school or community - under carefully controlled conditions - and then marketed on a nationwide basis to be used by teachers and children who then need to be trained to use the theories and materials of the particular program. At worst, teachers and children are working with a program that has only vague relevance to their needs. At best, teachers and children must make adjustment in a basically good model in order to have it meet their particular needs, interests, and styles.

Advisory serivces like the Teacher Advisor Intern Program allow for curriculum development and implementation to take place at the local level. Teachers, working together, can adjust existing curriculum, adapt particular aspects of a new curriculum, and evaluate its effectiveness in the context of day to day instruction.

Lisa Lovelette's curriculum work with teachers is an example of "inside-out" curriculum development. Her one to one work with teachers on the use of the lima bean computer resulted in Lisa offering a school-wide workshop on the computer.

> *12:00 - 1:00 Worked with the 5th graders on the regrouping concept. Excellent response. Everyone has it.*
> *1:00 - 1:30 Worked with 3rd graders on above program.*
> *1:30 - 2:00 Continued discussion with a 2nd grade teachers ...*
> *2:00 - 3:15 Worked with another teacher on developing a written sequence for teaching the computer.*
> *3:15 I feel I've spent much time on the computer one to one with teachers. As a result, I will be presenting a workshop on the computer on April 4 for all interested teachers. (3/25/80)*[17]

THE TEACHER ADVISOR INTERN PROGRAM (1980 - 1981)

In November, 1980, the Teacher Advisor Intern Program will continue with the same participants: Thelma Dodson (3rd grade) and Lisa Lovelette (4th grade) from Waterbury Elementary School; and Ron LaBrusciano (primary unit) from the Waitsfield Elementary School. They will work as advisors one day per week (approximately three and one half hours) for approximately twenty-four weeks from November to May. In February, the Teacher Advisor Intern Program will be expanded to include two teachers from neighboring school district.s

The advisor interns will meet with the Intern Program Coordinator on a monthly basis to discuss the effects of their advisory work on the teachers, children, and programs in their schools. They will also discuss how the Teacher Advisor Intern Program has affected their own values and behaviors, both as classroom teachers and as advisors. The Center's staff will be invited periodically to attend these meetings in order to discuss specific aspects of advisory work such as: establishing trust levels, helping teachers with unfamiliar curriculum areas, and the role of the advisor as counselor.

The advisor interns will keep personal journals of their advisory work. This type of narrative writing will help them reflect on their advisory services so as to help the interns focus on areas of their work that need polishing or will suggest specific topics they would like to discuss at future meetings.

In order to model the Teacher Advisor Intern Program effectively, careful documentation of the program activities is necessary. The monthly meetings will be taped and excerpts will be transcribed. The interns will be asked to write interim and final reports on their advisory work. The advisor interns' school administrators will be interviewed, as well as some of the teachers with whom the advisors work in order to evaluate the success of the program

and gather suggestions for changes. The interviews will be voluntary and the confidential nature of advisory services will be protected at all times. The intent of all documentation and evaluation procedures will be to articulate the Teacher Advisor Intern Program as clearly and concisely as possible so that interested educators can more readily understand the program's function and philosophy.

Less formal means of spreading the word about the Teacher Advisor Intern Program will also be used. A column in the Center's newsletter will serve as a vehicle for sharing information about the program. It is hoped that relaxed discussion sessions will take place at the Center where all interested people can learn about the program's effects on teachers' inservice education and the lives of children.

SUMMARY

> *...teachers need to know specifically what you have to offer and, more importantly, your definition of the job. I was received very warmly once my colleagues knew what I was all about, and where I was coming from ...*[18]

> *... My afternoons as an advisor intern have been exciting, exhilarating, and often just plain exhausting!*[19]

This report has defined the role of an advisor, and described the Teacher Advisor Intern Program. It has shown that full-time and part-time advisory services can be the backbone of an effective inservice education program for teachers. By using a school and classroom based helping teacher model, a true colleaguality can be formed among teachers that honors their expertise and professionalism.

In any human endeavor, there is no substitute for close, ongoing sharing. If we are to continue to improve our ways of educating children, this process of shared growth and development cannot be ignored.

This report has provided insight into a unique and successful way to facilitate this sharing among the whole educational community as we search together for the best ways of educating our children.

NOTES

[1]Thomas, Gretchen. "The Advisor: Emissary from Teachers' Center to Classroom," Occasional Paper No. 6 (San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, October, 1979), pp. 5-7 (see Appendix pp. i-iv). Teachers' quotes are from the participants at the Boulder Workparty, September, 1977, held at the Mountain View Center for Environmental Education in Boulder, Colorado.

[2]Washington West Resource Center's Staff Services, Resources, and Program Activities (see Appendix p. v).

[3]Washington West Resource Center's Teacher Advisor Program Data for 1978 - 1980 (see Appendix p. vi-viii).

[4]Thomas, Gretchen. "The Advisor: Emissary from Teachers' Center to Classroom," Occasional Paper No. 6 (San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, October, 1979), p. 2. Teachers' quotes are from the participants at the Boulder Workparty, September, 1977, held at the Mountain View Center for Environmental Education in Boulder, Colorado.

[5]Ibid., p. 2.

[6]Thomas, op. cit., p. 4.

[7]Thomas, op. cit., p. 5.

[8]Washington West Resource Center Teacher Advisor Internship Application Information and Application (see Appendix p. ix-xi).

[9]Washington West Resource Center's Teacher Advisor Intern Log (see Appendix p. xii-xiv).

[10]Dodson, Thelma. "Washington West Resource Center Teacher Advisor Intern Journal," Waterbury Elementary School, Waterbury, Vermont, 1980.

[11]Ibid.

[12]Ibid.

[13]LaBrusciano, Ron. "Washington West Resource Center Teacher Advisor Intern Journal," Waitsfield Elementary School, Waitsfield, Vermont, 1980.

[14]Ibid.

[15]Lovelette, Lisa. "Washington West Resource Center Teacher Advisor Intern Journal," Waterbury Elementary School, Waterbury, Vermont, 1980.

[16]Ibid.

[17]Ibid.

[18]Ibid.

[19]Dodson, loc. cit.

APPENDIX

METHODS ADVISORS USE *

1. *Acting as a participant-observer in the classroom; in follow-up discussions with the teacher, planting the seeds of innovation and offering technical advice.*

- Planning with a teacher for more effective room arrangement, scheduling, and use of learning materials.

- Helping a teacher develop more informative and efficient record-keeping methods - meshing personal style of teaching and writing with school or district requirements.

- Giving a teacher informative feedback from observations of students and classroom activity - stimulating awareness of the relationship of curriculum to individual and group needs.

- Helping a teacher think through and carry out specific plans for students' learning based on the advisor's and teacher's observations of an individual student's behavior, language, work, and social interactions over time. Helping the teacher move beyond preconceptions about a student by means of thoughtful observations, discussions with parents, and collections of the student's work.

. . . . . .

- Working with students so the teacher can observe the particular mood, relationship, conversations, and so forth between the advisor and the students and see principles of child development translated into actual learning situations.

. . . . . .

- Working with students during class time so the teacher is free to try out new curriculum or new methods with a small group. Accompanying the class on trips which are part of an overall curriculum plan the teacher and advisor are working on together.

2. *Improving school climate and facilitating school-site-based staff development.*

- Encouraging and helping the principal

and other out-of-classroom teachers and support staff to establish advisory-type relationships with teachers in their school.

- Working with teachers who have been involuntarily transferred to unfamiliar subject areas or new grade levels.

- Helping teachers recruit and educate parent volunteers, community resource workers, and student teachers.

- Helping teachers and principals articulate their educational philosophy and interpret their work in terms of school and classroom objectives - for the community as well as for themselves.

- Relating information about the interesting and successful practices of one teacher to another in the same school. Matching and introducing teachers with common concerns and interests, and encouraging them to form study groups or develop school-wide curriculum projects.

. . . . . .

3. *Motivating and enabling teachers' pursuit of professional improvement at every stage of their careers.*

- Providing "active learning" opportunities for teachers to explore new curriculum materials so they can anticipate how their students will respond.

. . . . . .

- Encouraging teachers to draw on their own particular background, skills, and interests as they design a year-long curriculum.

- Helping a teacher gather the resources and find the specialists who will provide depth of scholarship and breadth of experience as the teacher approaches a subject from new perspectives, takes on an entirely new subject area, or begins to teach a variety of subject areas.

- Providing a climate of moral support within which a teacher is free to experiment. Helping a teacher recognize and take credit for successful work. Encouraging a teacher to express feelings about

performance, students, school. Sharing with a teacher the difficulties and setbacks the advisor experienced in classroom teaching. Encouraging risk-taking and allowing space for failure. Making clear that the advisor is learning as much as the teacher as they work together.

. . . . . .

4. *Enabling teachers to articulate their values and goals and make a lifetime habit of thoughtful reflection upon their work.*

- Interviewing teachers about their teaching and about specific students as a method for helping them sort out and express their beliefs.

. . . . . .

- Encouraging teachers to make time to reflect about their work through regular journal writing, observational notes on students, or videotaped lessons.

. . . . . .

- Organizing study groups of teachers who meet to discuss and reflecy upon their work.

5. *Extending the services of a teachers' center to school buildings. (Frequently advisors are teachers' center staff members.)*

- Providing in-classroom advisory services as a direct follow-up to the workshop offerings of a local teachers' center.

- Establishing informal communication networks among teachers who have common interests or concerns.

- Conducting informal, personal needs assessments for a teachers' center.

. . . . . .

- Helping teachers collaborate in designing and giving workshops for each other.

- Gathering materials and equipment, consultants, and institutional support needed to sustain a teacher's plans for improvement or growth in new areas.

- Helping small groups of teachers document and analyze what is happening in their classrooms. Encouraging and enabling teachers to take time to write (and publish) about their work.

- Arranging release time so teachers can move outside the isolation of the classroom or department and contact other stimulating people and programs.

- Helping teachers translate current research findings and educational theory into everyday practice.

- Spotlighting exemplary teaching practices and helping other teachers adapt them according to their particular settings and needs.

* see p. 15, note 1.

WASHINGTON WEST RESOURCE CENTER STAFF SERVICES, RESOURCES, AND PROGRAM ACTIVITIES

STAFF SERVICES

Teacher-Advisor Program
Curriculum Development Assistance
Video In Schools And Communities
Center On Wheels
Communications
1. Update
2. Course Bulletins

RESOURCES

Incentive Grants
In-District Materials Lending
Scrounge Center
Drop-In-Center
Vermont Teachers' Resource Directory
Conference Attendence

PROGRAM ACTIVITIES

Courses
Workshops
Children's Film Series
Teacher Advisor Intern Program

WASHINGTON WEST RESOURCE CENTER
TEACHER-ADVISOR INTERN PROGRAM DATA

WASHINGTON WEST SUPERVISORY UNION [1]

(1978 - 1979)[2]		(1979 - 1980)[4]		% INCREASE	
SCHOOL PERSONNEL SERVED[3] (including teachers, aides, administrators, support services)	TIME SPENT (preparation and on-site)	SCHOOL PERSONNEL SERVED[5] (including teachers, aides, administrators, support services)	TIME SPENT (preparation and on-site)	Personnal Served	Time
76	458.5 hours	97	847.5 hours	7%	80%

1 - Washington West Resource Center Staff Advisors' Services to Washington West Supervisory Union.

2 - No Advisor Intern Program.

3 - 170 District Personnel.

4 - Advisor Intern Statistics Not Included.

5 - 188 District Personnel.

TEACHER ADVISOR PROGRAM
(September 15, 1978 - September 15, 1979)

	PARTICIPANTS						TIME SPENT (hours)		
School or District	K-3	4-6	7-12	Support Services	Administration	Total	Preparation	On Site	Total
Duxbury	2	1		1		4	4	6½	10½
Fayston	1	1			1	3	4	19½	23½
Moretown	2	3				5	12½	40½	53
Waitsfield	2	1		5		8	3½	17	20½
Warren	2	3		1	1	7	16½	29	45½
Waterbury	7	11		10	2	30	68½	144	212½
Harwood			10	2		12	28	43½	71½
Valley Elementary Principals					7	7	9	13	22
Washington West Total	16	20	10	19	11	76	145½	313	458½
Washington Central Supervisory Union	2	2	1	1	1	7	17½	32	49½
Washington South Supervisory Union	1	1				2	5	17½	22½
Chittenden East Supervisory Union	1				1	2	2	2½	4½
Montpelier Supervisory Union				4		4	3	2½	5½
Johnson State College				13	1	14	22½	43½	66
Total	20	23	11	37	14	105	195½	411	605½

TEACHER ADVISOR PROGRAM
(September 15, 1979 - September 15, 1980)

School or District	PARTICIPANTS						TIME SPENT (hours)		
	K-3	4-6	7-12	Support Services	Administration	Total	Preparation	On Site	Total
Duxbury	4	2				6	16	37	53
Fayston	2	2				4	7½	60	67½
Moretown	4	3				7	4	23	27
Waitsfield	6	2			1	9	9	19	28
Warren	3	3			1	7	17½	60	77½
Waterbury	7	10		12	2	31	89	179½	268½
Valley Special Services				4		4	1	10	11
Valley Principals					6	6		25	25
Harwood			21		2	23	8	83½	91½
Curriculum Groups							49½	149	198½
Total Washington West	26	22	21	16	12	97	201½	646	847½
Windsor Northwest Supervisory Union	3	3	3	1	1	11	19½	46	65½
Washington Central Supervisory Union	5	7	9		4	25	41½	73½	115
Chittenden East Supervisory Union	5	1		1	1	8	12	36½	48½
Total	39	33	33	18	18	141	274½	802	1076½
Networking Districts		1		1	3	5	3	7½	10½
Total	39	34	33	19	21	146	277½	809½	1087

the center WASHINGTON WEST RESOURCE CENTER·OLD POST OFFICE·RFD1 BOX 172 N
WAITSFIELD, VERMONT 05673 (802)·496·3090

RESOURCE CENTER TEACHER - ADVISOR INTERNSHIP

Application Information

Dear Colleague:

For more than two years, an advisor program has been operating from the Washington West Resource Center. Advisors provide direct classroom assistance to teachers in areas such as curriculum development, model teaching, and resource referral.

The school boards of Waterbury and of the five Valley elementary schools have approved the release of teachers one half day per week to participate in a teacher-advisor internship supervised by the Washington West Resource Center staff. One teacher from Waterbury Elementary School and one teacher from the five Valley elementary schools will be selected for this program which will run from February to June 1980. This project is funded through a grant from the Teachers' Centers Exchange in San Francisco.

If you are interested in applying for this teacher-advisor internship fill out the attached application and return it to the Resource Center by Friday, February 1. If necessary you will be interviewed during the week of February 4 for this internship. Your work as an advisor will begin the week of February 11.

If you need any help in filling out this application, or if you wish to see an unedited version of the Center's Advisory Internship Proposal, please speak to Michael Carrino or Jean Eisele.

Sincerely,

Wade

Wade Scherer

the center WASHINGTON WEST RESOURCE CENTER·OLD POST OFFICE·RFD1 BOX 172 N
WAITSFIELD, VERMONT 05673 (802)·496·3090

Teacher - Advisor Internship Application

Teacher's Name _____

School _____

School Telephone Number _____

Home Telephone Number _____

Principal's Signature _____

School Board Chairperson's Signature _____

1. State your purpose(s) for applying for a Teacher-Advisor Internship. (What do you hope to accomplish?)

2. What skills and abilities would you plan to share with teachers?

3. In what school would you prefer acting as a teacher advisor? Why?

4. What afternoon are you interested in being released to be an advisor?

In order to be eligible to apply for this program, you must be able to undertake the following:

1. Provide advisory service to teachers on site at your chosen school one afternoon per week for 2½ - 3 hours.

2. Attend five tri-weekly (Fridays) after-school Resource Center Advisory meetings with Center staff.

3. Keep a journal of your advisory experiences.

I _____ have read the above and understand my responsibilities in applying for this program.

the center WASHINGTON WEST RESOURCE CENTER·OLD POST OFFICE·RFD 1 BOX 172 N
WAITSFIELD, VERMONT 05673 (802)·496·3090

TEACHER ADVISOR INTERN LOG

NAME Thelma Dodson

SCHOOL Waterbury Elementary School

DATE	ADVISORY SCHOOL	TIME PREP	TIME ON SITE*	COMMENTS
2/11/80	Waterbury Elementary	1 hour	3½ hours	"visited" in main t'chers lounge; visited/observed in 2nd grade-penmanship lesson.
2/15/80	"	2 hours		1)conferenced w/t'cher about a parent situation; 2)W/t'cher about a student's reading problem.
2/25/80	"	1 hour	3½ hours	1)Worked in 5th grade on colonial artwork; 2)Met w/1st grade t'cher on STEM problem; 3)met w/ R.R. on potential penmanship program.
2/26/80	"	1 hour		Met w/R.R. t'cher to discuss possible workshop on penmanship.
2/28/80	"	1 hour		1)Met w/administ. to discuss & set up above. 2)Met w/A-V t'cher to schedule taping & format.
3/3/80	"		3½ hours	1)Taught 5th grade-Col. Hist. prep for further Colonial Day wk. 2)Cont. w/workshop prep. 3)Made candles w/3rd grade.
3/10/80	"	1 hour	3½ hours	1)Follow-up to STEM work w/administ. 2)Spent rest of time in 5th grade for Col. Day. 3)Spent after school time setting up schedule for child.
3/11/80	"	1 hour		Spent about an hour working on w/workshop materials.

DATE	ADVISORY SCHOOL	TIME PREP	TIME ON SITE*	COMMENTS
3/13/80	Waterbury Elementary	½ hour		Met w/t'cher about T/A program.
3/31/80	"		3½ hours	1)STEM-follow up - 1st-3rd grade. 2)Met w/adm. & t'cher (separately) re: evaluation procedure. 3)Cont. w/inservice work.
4/2/80	"	1 hour		1)Met w/3rd grade re: concerns for grade placement.
4/4/80	"	2 hours		1)Met w/administr. re: same. 2)Met w/adminst. re: evaluation. 3)Met w/ t'cher re: concerns of a message from HUHS.
4/7/80	"		3½ hours	1)Made candles w/5th gr. 2)Met w/parent re: child/ t'cher issue - sent to t'cher to discuss. 3)Met briefly w/R.R. on inservice.
4/21/80	"		3½ hours	1)Observe in R. Room. 2)Met w/A-V t'cher re: concerns for A-V appropr. to area & appropriate format prior to pro. selection for 80-81.
4/28/80	"		3½ hours	1)Met w/Supp. Serv.re: comp. workshop. 2) Met w/ parent-follow up to 4/7. 3)Made up ?aire for in-service.
5/5/80	"		3½ hourse	1)Cont. w/comp. workshop conf. 2)Worked on info. from ?aire on inservice. 3)Spent some time finding materials for t'cher on current Indian affairs.
5/9/80	"	1 hour		Met w/t'cher about ideas for puppet play-film & video for Achievem. Nite.
5/12/80	"		3½ hours	1)Met w/administr. on final inservice format. 2)Met w/BM on same. 3)Worked w/3rd grade on puppet show.

DATE	ADVISORY SCHOOL	TIME PREP	TIME ON SITE*	COMMENTS
5/13/80	Waterbury Elementary	2 hours		D.I. Cursive Penmanship Workshop Given to 12 Teachers/Support Services personnel.
5/16/80	"	1 hour		Worked w/3rd grade on puppet show rehearsal and costuming.
5/19/80	"		3½ hours	1)Worked w/5th grade on INDIANS TODAY - 2)Made masks for ceremonail dance/Achieve. Nite. 3)Worked on puppet show rehearsal.
5/26/80	"		3½ hours	1)Met w/new 3rd grade t'cher.-help set up budget, etc. for 80-81. 2)Met w/administr. at t'cher's request re: evaluation.
5/27/80	"	2 hours		1)Cont. w/1 from 5/26. 2)Met w/2nd grade t'cher observed groupings. 3)Cont. w/5th grade Indians.
6/2/80	"		3½ hours	1)Observed in 2nd grade a)SSR format for sharing, writing,etc. 2)Discussion w/same t'chers re: observations.
TOTAL		17½ hours	45½ hrs.	

*Only time you used a sub.

Thelma M. Dodson
Signature